



**Tennessee Council for Career and Technical Education
Clarion Inn & Suites - Gatlinburg, Tennessee
Meeting Minutes, October 18-20, 2013**

The TN Council for Career and Technical Education meeting was called to order by Vice-Chairman Jeffrey Lewis. Vice-Chairman Lewis welcomed council members and guest speakers. Council members in attendance were Jeff Lewis, Chelsea Parker, Willie Slate, Julie Griggs, Dr. Vickie Kirk, Nicole Cobb, Dean Blevins, Guy Derryberry, Steve Miller and Gary Booth. Senator Charlotte Burks, Jimmy Long and Hale Moss were unable to attend. Guests attending included Martha Hicks, Chelle Travis, John Townsend, James King, Melissa Canney, and Jerry Ayers. Sue Goodson recorded the minutes of the meeting.

Vice-Chairman Lewis introduced Chelsea Parker, Executive Director – TCCTE. Ms. Parker recently replaced Thom Smith, who retired, as Executive Director of the Council. She briefed the council on her previous work experience and educational background. Ms. Parker started her career at the Nashville Area of Commerce, where her duties were to handle recruitment and bring jobs to TN, specifically to the Nashville area. One of the barriers they faced was that they could recruit jobs to the Nashville, but couldn't keep them in Davidson County because it was more lucrative for these companies to move out to Williamson County where they had a better education system. Later, she moved to the education department within the Chamber of Commerce where she served as the Director of Business Engagement in Education, where her role was to set up six partnership councils that included healthcare council and a hospitality council that aligned with the CTE program. These councils brought the business community together to learn what CTE is about, how to integrate it with other general education courses, and how to give students real world learning experiences. Ms. Parker worked briefly with Nashville Metro Public Schools with the academies and later at the Pencil Foundation in Lewisburg. She believes that students learn best when it's hands-on and when they have the chance to learn general education in classes that interest them. In turn, the council members and guests introduced themselves to Ms. Parker and provided information on their job roles and experience.

Vice-Chairman Lewis announced that Chairman James Neeley would be stepping down from the council due to health concerns. Mr. Neeley served as a member of the TN council for vocational education since 1989. He also served as the chairperson since 1995. From curriculum development to articulation and funding of secondary expansion and economic development, Jim Neeley has provided a leading force in CTE.

Vice-Chairman Lewis suggested that the council honor Mr. Neeley for his hard work and dedication over the years to career and technical education and to this council. Some suggestions were cards and/or a plaque. Mr. Neeley was originally appointed to the council as a representative from labor and workforce. The person appointed to replace Mr. Neeley as the labor representative will be nominated by the AFLCIO. After all nominations are listed, the list will be presented to the Governor for his selection. The replacement should be announced before the next council meeting. The chairperson currently doesn't report to anyone because the body is independent/a stand-alone entity.

Vice-Chairman Lewis asked council members to read over the minutes from the last meeting for approval. A motion was made by Guy Derryberry to accept the minutes as presented. This motion was seconded by Julie Griggs and approved unanimously by all council members.

Chelsea Parker, Executive Director, TDOE Division of CTE

By the end of today's meeting, the objective is to have an action plan. A goal for the next council meeting would be to look at the strategic plan, legislative duties, details about the council, and the by-laws more in-depth and determine the key issues. The three objectives of the Strategic Plan are to develop partnerships,

support evaluations and marketing. Legislated duties include the Biennial Report, holding an annual public forum, and having broad representation. Ms. Parker asked council members to read the strategic plan for words that stand out to them. Items included: Advocate; articulation agreements; dual credit/dual enrollment; business and industry; advise and recommend; assess the needs; inclusiveness; produce a report/analyze; Fall Public Forum/community input; and resource (to CTE directors at the county level) with continuity, hard work, consistency and quality. What are the parameters that we have to work within? What do we need to know to be effective? We have to start by setting the context and vision where we would like to go. By covering all of this information, the council will be able to set the plan for next year with specific actions to accomplish these goals. This council will establish key issues of successes and priorities. The role of the council will be to evaluate the effectiveness of the programs. What does success look like one year from now?

Successes:

- Perception change/image of CTE;
- CTE is rigorous (attracts top students);
- Dual credit/dual enrollment advanced;
- Better credit transfer (recognized from one institution to another across state);
- Tennessee College of Applied Technology (TCAT) name change;
- Better recognition of students in CTSO's (18 national champions in SkillsUSA competitions);
- NC3 (National Coalition of Certification Centers) –TCAT's are an NCE system in which all systems can offer master trainers who, in turn, will train all of the instructors. After an instructor is trained and the required program equipment is in place, they are qualified to offer free certifications. Snap-On Tools was a driving force in starting this and industry appears to have a great interest in NC3. Instead of pushing this onto businesses, business and industry should be included as partners from the beginning. Explain what it does and why it's needed to employers. In order for TCAT to offer courses needed by businesses, it is imperative to reach out to business and industry and determine their required training needs;
- Research and collecting data – doing research and authorizing;
- "Pathways" approach to career awareness;
- Secondary to postsecondary alignment – sharing resources and equipment;
- Encouraged GED accessibility;
- Increased continuity between training programs for inmates in the Department of Corrections across the state; and
- Outstanding program evaluations

Victory:

- Increased early postsecondary credit
- Increased Business and Industry integrated into the classroom
 - Speakers/advisers
- Increased Business and Industry engagement/Work Based Learning (WBL)
 - Internships/apprenticeships/job shadowing
 - Partnerships
- Increased credentials earned
- Increased CTE completers/prep students
- Increased students going to postsecondary program
 - Bridge to postsecondary
- Increased legislative action
 - Recommend continued/increased funding

Chelsea Parker will contact Representative Harry Brooks and invite him to attend a future TCCTE meeting and discuss funding, legislation, Wilder-Naifeh, skills and other topics of interest. We need to implement a plan now for next year's legislative issues and reach out to the legislators early. The cutoff for summation of legislation is February, decisions are usually made in March, and they will be out of session by April.

Ms. Parker will serve as the liaison to the legislature for CTE. A suggestion was made that Ms. Parker and a few council members meet frequently, possibly weekly, with legislators to keep everyone current on CTE and legislative issues/bills.

Priority Areas for the Action Plan:

- Legislative Action and Advocacy Plan (and talking points);
- Articulated marketing plan;
- Research plan;
- Visibility (branding);
- Identifying key initiatives to align with;
- Relationship with legislature; and
 - Regular conversations
- Build local CTE relationships (between council and CTE directors).

Current Weaknesses/Threats:

- Alignment with Governor's priorities;
- Decreasing Perkins' funding;
- Graduation requirements;
- Omission of CTE, in part, from Common Core and STEM;
- Lack of awareness and understanding generally of CTE; and
- Unaligned articulation.

Priorities:

- TCAT's – A degree in applied technology
- CTSO's – Recognition/competitiveness of TN students
 - Internal and external marketing
- Marketing – student opportunities, internal and external marketing options, support of parents, students, Legislature, and high school counselors.
- Allocation of funding – legislation
 - Drive To 55 – alignment opportunity
- Measuring success – certifications earned
- Promoting certifications/costs!
 - Legislation (textbook and certification costs)
- Business engagement (training needed)
- Pathways approach to a pipeline – secondary and postsecondary
- Secondary access to postsecondary (alignment)
 - Capacity and sharing resources
- Equipment in CTE programs
- Advocacy (Legislature)
- Business engagement as an evaluative tool
- Closer look at teacher evaluations as they align with CTE students and programs
- Evaluations – student soft skills
- Earlier career awareness
- Biennial Report – evaluation effectiveness between CTE and the Job Training Partnership
- Evaluation Data – graduation, placement (are they staying and are they productive)
- Public forum
- Assessment economic impact for secondary and postsecondary.
- Interchangeable funds of HOPE Scholarship with Wilder-Naifeh

Discussion: A major concern of the council is that students who may have dropped out of college due to various reasons, and who had previously received the HOPE scholarship, would no longer qualify for the Wilder-Naifeh funding if they chose to return to TCATs or community college for training or to complete a

degree. Since the money had already been set aside under the initial HOPE scholarship, when the student dropped out of college, the remaining money set aside would have been returned. There were 1,200 students in 2012-13 who did not receive Wilder-Naifeh funding due to receiving a prior HOPE scholarship. This is a TSAC issue and should be looked into and addresses. One possible suggestion is that once that student drops out of college, the remaining funds originally allotted to that student are put into a holding pattern for a certain number of years. This gives the student a chance to realize the error and return to TCATs, a community college, or four-year college and be able to use that remaining funding.

A suggestion was made that more information on CTE be made available through media and furnished to the Legislature and the Governor. It was further recommended that the council develop a closer relationship with the Legislature on CTE issues and on Drive To 55. This council should make a recommendation on how some of the programs are measured. For example, a student may come out with a degree; however, several certifications within this degree may have been completed which should be awarded upon completion of that certification. The council may also want to consider that outstanding CTE programs are being recognized; however, these systems have not received any calls for information or visits to explain their outstanding program. No other systems are asking for their assistance in sharing this program information. While CTE is recognizing excellence, what should this look like so that others can learn from it as well?

Initiatives:

- Expand structured learning committee (SLC) concept
- Promote and align incentives for “15 to Finish”
- Leverage degree compass statewide
- Project Finish Line
- Encourage adults to earn a degree or certificate
- Expand/promote
- Reconnect and finish grant
- Accountability and alignment
- Creating score cards

John Townsend, Executive Director, Workforce Development – TN Board of Regents

In 2010, the Complete College TN Act was passed which established the office of community colleges. Since then the community colleges have been trying to build up the human resources and fiscal resources. Now that is almost completed and they are able to be more active as community colleges. One of the things that legislation called for was the establishment of a community college system. They are moving from 13 independent institutions to a more aligned community college system and are just now embarking to a greater degree with a focus in that area. One of those areas is to assist with alignment between the high schools, TCAT, community colleges, and universities. The first pilot year of aligning the programs is complete. All programs teach the same competencies that are required by the boards. They were challenged by the legislature, the governor and the chancellor to align those programs so students can more readily transfer from one campus to another without losing credits and can move more readily from the TCAT's into the community colleges and then into the four year universities. Carol Puryear and Mr. Townsend will work together more actively on alignment issues and subsequent programs. Tennessee has been in the forefront for two years now in the alignment of programs in the sense that TN Transfer Pathways was established for general education courses that allow the students in the AS and AA, which are transfer programs, to do the first two years at a community college and do the last two years at a university without any loss of credits. About two years ago, the community colleges undertook this alignment process. Currently, there are about 50 pathways that a student can go into including the areas of Agriculture, Criminal Justice and a couple of other areas that would be considered CTE programs on the high school level. They are now in the process of looking at the applied science courses. Secondary, THEC, TBR, and the community colleges have joined together to pilot the SAILS program last year by taking remedial studies and putting them in the high schools, such that the student can be remediated in reading, writing, and particularly in math while still in high school and be college ready when entering higher education. It started with about 620 students. Funding was provided this year by the Governor's office. Coordination

between SAILS and THEC provided approximately 6,500 students the opportunity to complete remediation while still in high school. An update from THEC recently stated that of the 600 students that started in the pilot program this year, 174 SAILS students have already completed all remedial competencies or modules. An additional 574 students are following closely behind in competency form. Overall 73% of the remaining students are now working in Module II. Three-fourths of current students are on their way to being prepared to enter colleges and universities without having to take remedial work. Currently, SAILS has saved the students \$1,523,840 in tuition. This has been accomplished with a \$1,124,000 investment from the Governor's online innovation plan. Basically, it has paid for itself.

Middle TN Skills Pilot Project – The Nashville Chamber of Commerce did a study for the workforce and training needs of students in surrounding urban areas where a lot of the current workforce comes from. Since there are a lot of urban commuters into the metro areas, the community colleges looked at this in order to base their programs to conform with TCAT's training and around the business and industry workforce needs. The community colleges and TCAT can train the students for the workforce quicker than the universities can. They are working with business and industry to gather information of what certifications can be offered.

The community colleges are in the process of addressing "branding" by sending informational brochures to all campuses, advertisements on metro buses, pamphlets, commercials throughout the state. Another element that is being worked on is the total workforce element which focuses on business specific continuing education. The community colleges contract with business to provide all varieties of training including IT, language in the workplace, upgrading on machinery and many others. The Office of Strategic Planning and Economic Development asked the community colleges to put together something to describe continuing education and that has been completed. The community colleges have 13 colleges but 65 campuses across the state. Between TCATs, colleges and the universities, 90 of 95 counties in TN have some educational unit within their counties.

The THEC, TBR and UT systems met and discussed a commonality of needs. The TBR and UT systems just passed a common policy guideline that deals with extra institutional credit, which includes early college credit, such as AP, CLEP, credit by assessment or dual credit, dual enrollment; and a prior learning assessment (receiving credits for work experience). Dr. Raylene Henry is working with secondary and postsecondary on extra institutional credit and will establish a statewide policy. The ACT requirement for general education students is 19 across the state; however, this is not consistent with CTE policy. Representative Harry Brooks would like to expand dual enrollment opportunities particularly in CTE, but a lot of our students don't get that 19 on the ACT. But we have to work with our community colleges and universities to allow more opportunities for CTE students, such that the policies are consistent across the state. Dr. Henry is working with secondary on ways to better develop statewide dual credits. More extra institutional credits opportunities are needed rather than articulation agreements, because students were not getting credits for the articulation agreement.

Question: Has any thought been given to setting a third GPA requirement for CTE students depending on the program area?

Answer: They are looking at a GPA for CTE students probably as a low "B".

Chelle Travis, Assistant Vice Chancellor for Student Services – TBR

One of the most recent changes that the council has assisted with in the past year has been a name change from TN Technology Center to Tennessee College of Applied Technology (TCAT). One of the victories that TCAT hopes to see is marketing for Tennesseans to see the value of career and technical education. There are currently 27 campuses statewide, which provide access at a reasonable cost and train students for available jobs in TN. There is a main campus located within 50 miles of any TN resident. The centers provide access convenient, affordable education for students and train them for jobs here in TN. Completion rate for students during the 2011-2012 school year was 79%; over 85% of students during this same year were placed in related fields; and TCATs has a 96% licensure pass rate. A satisfaction survey distributed to students and alumni gave students a 96-97% rate on their training as satisfactory or above.

There are currently 1,900 students in dual enrollment classes across the state; thereby, saving the families of these students \$1.6 million a year. Additional funding to TCAT, if received, will go toward enhancing this program.

SkillsUSA – Chelle serves not only as the Assistant Vice Chancellor for Student Services but also as the State Director of SkillsUSA at the postsecondary level. TCATs offers scholarships to all first, second, and third place winners at the state level in their training field. Prizes are awarded at the state level competitions for gold, silver and bronze winners in their respective categories. The gold medalist can receive a full tuition scholarship to any of the TCAT locations for any program area of their choice. Second and third places receive a one-year scholarship, and because most programs at TCAT are for a 12 month period, this also means a full scholarship for those classes. Seventy-five percent of students attending TCAT campuses come from households with an income of \$24,000 or less per year. Students participating in SkillsUSA at the national level brought home fifty gold medals statewide; 18 silver medals and 9 bronze medals. There were 9 presidential volunteer service awards earned on the national level. This means that TCAT students were not only dedicated to the skills they receive in the classroom but also to their civic responsibility. SkillsUSA not only promotes technical skills among students but it also promotes soft skills and community service. These classes make TCAT students into better students, better employees when they graduate and better citizens. SkillsUSA brought back one national officer from the state of TN. Vice-Chancellor King was reelected as the national SkillsUSA board president. Twelve hundred students across TN compete in state competitions yearly. Thirty-one students took part in the Washington Leadership Training Institute (WLTI). It teaches these students to be advocates for what they are passionate about in technical education and what they have learned. The students met with Congress and spoke with Senator Corker and Senator Alexander on the value of legislation and what it means to the State of TN.

Ms. Travis informed the council of the TCAT Outstanding Student of the Year – This year's winner was Mary Kamuiru who went from a national officer in SkillsUSA to being an instructor at one of the TCAT campuses. She is a true representative of what one can accomplish with their life. This student travels across the state for a year as a marketer/promoter of the TCAT centers and their programs. All 27 centers nominate a candidate this honor and it is currently in the process. This will be narrowed down to nine regional finalists and the statewide winner will be selected from this group. This council may want to look at awarding this honor at the secondary level.

James King, Vice-Chancellor of College of Applied Technology - TBR

There is no better time in the history of this country for CTE than right now and for promoting marketable skills. The community colleges and TCAT got \$16.5 million to buy new equipment across the state. They went through this and the Governor has approved the process. Campuses across the state will be getting new equipment - a lot of it in advanced manufacturing. They would like to see the governor fund the second half of that money requested, which was about half of what TCAT originally asked for, and also support what the secondary is asking for, as well.

Wilson County recently built a new high school. TCATs have taken over the former career and technical education center building and Murfreesboro, Hartsville and Nashville are going to put about 6 programs in that center. TCATs is now negotiating for a center in Portland. Winchester, located in Franklin County, is one of the most underserved counties in TN for CTE and TCAT is currently looking into setting up a site there. The Governor in his State of the State address last year announced \$35.2 million to build a training center for Nissan, which would be operated by the TCATs and will be a public/private partnership at a cost of about \$35.2 million. A similar model is being looked at with the new Korean power plant that is coming into Clarksville. TCAT has a great partnership in Greene County and wants to expand what they are doing in Shelby County.

It is an honor to be elected as President of the SkillsUSA board. When you look at an organization like SkillsUSA which relates to all of TCAT's programs, the accomplishments of students, leadership skills, and the values of instructors, if the opportunity occurs to attend the national competitions, you are urged to go. The national competitions at Kansas City were the largest single-day of industry volunteerism in the

county. All competitions are run by business and industry. The leadership aspect of this competition also includes CEOs of large corporations, including Lowe's, Snap-On Tools, Caterpillar, all setting at the table, and who give up to \$1.5 million funding each year to this organization. The job skills were in place but the leadership had previously been missing. The SkillsUSA program at postsecondary, under the guidance of Chelle Travis, is one of the largest in the nation. There have been five national officers from TN in the last four years. It can almost be guaranteed for postsecondary that there will be one national officer every year for the next several years.

A video presentation on SkillsUSA was shown that provided information on TCAT programs and students. SkillsUSA empowers students to become world class worker, leaders and responsible citizens. There are over 20,000 members in TN and over 300,000 nationally. SkillsUSA trains students in over 130 trade and health occupations including welding, automotive technology, computer information systems, and practical nursing. SkillsUSA helps close the skills gap. These are champions at work. To see more on SkillsUSA, visit www.SkillsUSA.org.

Melissa Canney, Chief of Staff, TDOE Division of CTE

Some priorities of CTE that were identified by the council last year were dual credit/dual enrollment, early postsecondary, as well as CTE equipment purchases for LEAs that submitted an initial request. CTE has submitted a request for funding for LEA equipment to the Legislature. Effective July 1, 2012, the Consortium of Cooperative Innovative Education (CCIE) calls for the development and pilot implementation of dual credit assessments that are recognized and accepted for credit by postsecondary institutions statewide. This is the first year for statewide dual credit courses. Faculty from UT and TBR were brought together to develop an assessment and that will be given at the end of this semester. If they make a passing score, they will be given credits that will be transferrable to all institutions across the state. Right now, there are three dual credit courses offered for the 2013-14 statewide credit pilot program: Algebra, which is currently in about 50 schools; Agriculture Business and Agriculture Finance; and Greenhouse Management. Funding is in the process for six more courses for the 2014-15 year: Pre-Calculus; Introduction to Sociology; World History II, Art Appreciation, Introduction to Criminal Justice, and Health Information Technology. This program helps students progress along the pathway and comes at a great saving in tuition fees for students.

A survey was previously sent to all LEAs in May for equipment requests. The LEAs were to request the necessary equipment needed to train students for the required workforce and jobs in their counties. CTE received 76 completed survey responses to this request in June. CTE reviewed these requests and made suggestions to the LEAs for modifications as needed. The requests, which were not tied to TDOE's annual operation budget, were then submitted on behalf of secondary LEAs to the Legislature and Governor. The CTE directors should receive a copy of the approved equipment requests probably by next week. Counties that are not on the list either did not complete the survey or submitted an incomplete survey which did not clearly define the needs. This is the first year for this funding and; hopefully, it will continue for the future.

Jerry Ayers, CTE Director of Greeneville City Schools/ Principal of Greene Technology Center

Mr. Ayers is one of thirteen CTE directors across the state on the Leadership Council and also serves as CTE representative for the state Common Core council.

We need to look carefully at how we craft the structure of what we do from here on out and craft our policies. It is critical that CTE needs to work hard on branding issues. There was much confusion when answering the phone as Greeneville City-Greene County Center of Technology. However, the decision was made to call it the Greene Technology Center. They wrote a Perkins Reserve Grant for \$88,000 in order to start a green technology program. The students are working on a wind turbine in front of the school to learn problem solving, kilowatts produced and wind speed variable. They used all of the money from Perkins, and additional funding was provided by Greene County and Greeneville City for this project. Another best practice is to ask for what you need in order to teach courses.

Through collaboration with James King, they were able to become a TCAT satellite center in this area. Previously, the closest center was in Morristown and students from Greene County had to wait for up to two years in order to get into a class. This caused a lot of students that would have liked to pursue a higher education to fall by the wayside due to family responsibilities.

Greene County works well with Pathways. They take students starting in 6th – 7th grade through middle school and give them direction on into high school and then into postsecondary. Welding and machine tool are now being offered. Industrial electricity, industrial maintenance, and IT will start next year.

One of the strengths in the State of TN right now is the revamping of the state department. Responsiveness to issues or questions, taking the huge number of course codes down to half of what it was is tremendous (the Agriculture pathway is a prime example). To narrow this focus down is very important. The state has shown great flexibility in working with individual systems to provide programs needed in their particular area.

To include CTE in the state Common Core initiative is a major event. The community colleges were doing this all along but not at the depth and focus that is currently in place. The training was excellent. The rollout was huge with 30,000 educators being trained statewide. Mr. Ayers cannot stress enough the importance of Perkins Funds, because without this funding, the systems cannot provide programs needed for students or industry. Make sure that policies are not just college ready, but they should be college and career ready. Career should be the destination; postsecondary is tracking being at TCAT or a four year college – that is the tool to get there. But in many ways, legislators, in general, counselors in high schools, the educational community believe that college is the destination. All students can't go on to college, but they must have skills/marketable skills for a career. A college degree alone does not always provide the marketable skills that are now required by business and industry. More emphasis has to be put on helping students with pathways and the 16 career clusters which helps narrow the focus level. CTE needs to be careful with policies made – rigor is not more. Time is being eaten up with state requirements for graduation and this doesn't allow students time to find what they are interested in and it doesn't provide the selective slots that were previously available.

CTE is still vocational technical (vo-tech) in the minds of legislators and the community and these barriers need to be taken down. CTE should educate the community on what CTE is and the programs and training it provides for students and business and industry. CTE needs a marketing campaign and should spend money at the state level to produce commercials.

Discussion: Branding extends beyond the local system back to the federal government in Washington, D.C. The Office of Vocational Adult Education (OVAE) still has not updated their name to comply with the name changes of Career and Technical Education (CTE) and this reflects back on all local CTE systems regarding perception by the general public of CTE.

Concerns addressed regarding the priorities of the newly appointed Executive Director to the TCCTE:

1. What are the expectations that this position holds for the council members?
2. What role will the council play?
3. Will there be flexibility to work on issues that pop-up unexpectedly?
4. Will the council be actively involved with legislators?
5. How do we work together for progress?
6. What issues will we consider as the major focus of this council?

Chelsea Parker asked council members to write 6-7 specific action items that the council should consider as priority items to work on for the upcoming year.

Specific Action Steps:

- Develop a priority legislative agenda
- Use social media as a marketing strategy

- Stable CTE funding stream
- Train advocates – adults and students
- Revisit – endorse as a CRC state
- Endorse career development
- Create a legislative committee
 - Legislative partners
- Better understand CTE
- Include business and industry leaders
- Educate community through public relations and advertising
- Develop state CTE marketing strategies
- Update Biennial Report with current economic development information
- Business and Industry as advocates for CTE
- Continue to develop CTE directors as leaders
- Connection with the Department of Labor
- Need a collective voice from the CTE directors
- CTE pathway branding
- Hold Public Forums
- Align with Skills panel
- Align forum with strategic goals
- Address public concerns in Biennial Report
- Take another look at Outstanding CTE Programs
- May need to get a representative from WFD to sit on the council and advise
- Open dialogue with Department of Education, Governor, Stakeholders, TBR and the Legislature

The individual committees made selections after the meeting and gave to Executive Director Chelsea Parker, who will now review those findings and compile a list of priorities for the council members. Following are the issues listed in order of priorities for the council:

Marketing:	CTE Pathway Branding/Career Awareness/To Opportunity Use social media as a marketing strategy
Relationship Building:	Create/develop more effective communication network for internal/external sharing among stakeholders.
Legislation:	Stable CTE funding stream CTE driven decision making
Administrative:	The committee will leave the administrative suggestion list for the Executive Director to determine the priorities.



**Tennessee Council for Career and Technical Education
Clarion Inn & Suites - Gatlinburg, Tennessee
Saturday, October 19, 2013**

The TN Council for Career and Technical Education meeting was called to order by Vice-Chairman Jeff Lewis, who introduced guest speaker, Anne Buckle.

Anne Buckle, Director of Research & Planning for Drive To 55

Ms. Buckle began her presentation by showing a video from the Governor's office explaining Drive To 55. Students were showcased who explained the need for further education and training in today's job market. Currently, only 32% of Tennesseans have a 2-year degree or higher (ages 25-64). Based on current projections, the state will soon have more jobs available than qualified candidates for those jobs. By 2025, 55% of Tennesseans will need a certificate or a degree to meet employer needs. The objective of Drive To 55 is to allow Tennesseans to get Tennessee jobs by providing more educational training for traditional and adult students. This will require everyone working together to make sure Tennesseans are ready to work. Drive To 55 will provide more options for students including the ability to earn college credits while still in high school. Students can be college ready by completing remedial courses, such as math and English, while still in high school. This program also allows students to learn from home at their own pace.

The biggest part of Drive To 55 right now is to figure out what the best, most promising practices are and to start implementing those in January with legislation. Ms. Buckle asked the council for continued input on CTE and workforce issues. It kicked off with the Complete College TN Act in 2010, which included the planning formula outcomes change. The Drive To 55 program started in 2012 when Randy Boyd was appointed as special advisor for higher education. It is not just an educational initiative for getting a 4-year degree. It's really learning in community colleges and tech centers. It's also a WFD issue making sure that we have the right skills aligned with the job market; not only the job market of today, but what's going to be needed in the future and to align education with workforce needs. A minimum of 55% of TN jobs will require some form of postsecondary education by 2025; however, if we continue at our current rate, we will only reach 39% by 2025. If all students that are in high school now or that will be in high school in the coming years went on to earn a college degree, it still would not get TN to the 55% requirement (or 494,000 additional degrees). Drive To 55 will target over 940,000 TN adult students that started college but didn't finish for various reasons back into the classroom and make it easier for them to come back and finish their degree. They can return to postsecondary education and receive credits for real life work experience. Compared to other states, TN is 42 out of 50 in postsecondary attainment and this needs to show improvement. There is often a huge diverse level of attainment earned between counties in TN with the lowest county at 7.6% attainment and Williamson County is the highest with 57%. The Drive To 55 strategies: get students ready, get students in, get students out, finish, and create alignment and accountability. The Drive To 55 website can be accessed at www.DriveTo55.org.

SAILS has become a very successful program. The concept is to help students finish remedial math in high school, so that they are not repeating courses in college. A remedial English class is also in the process of implementation. TN Achieves is a program in which scholars give back to the community with at least 8 hours of community service every semester. The money raised in the community goes to TN Achieves students or sometimes to staff salaries. The website is www.tnachieves.org. The 15 To Finish program charges students for 15 credit hours per semester; so if the student is only taking 12 credit hours, they are still paying for the full 15. By taking the full 15 credit hours, a student may be able to graduate at least a year early. Degree Compass is an online program in which students may predict their success in any given major based on grades and test scores. A student can sign up on the Degree Compass website and will be able to see what their previous scores were in a particular area and; therefore, be able to see where help is needed in their subjects. THEC is going back through old records in order to get addresses for adults who dropped out of college previously. Because these adults are targeted for the Drive To 55 program, an effort will be made to contact them for possible re-entry into a college program.

Danielle Mezerra, Assistant Commissioner, TDOE Division of CTE

Dr. Mezerra provided updates on the CTE Division and partnering agencies and initiatives that are being implemented across the state. This council is encouraged to be an advocate and cheerleader for what's happening across the state of TN in career and technical education. Inspire, encourage and advocate for this council to join CTE as they approach CTE initiatives in TN. Talk about some of the curriculum reforms they are undertaking but the increase the rigor and align the number of courses not only at the secondary level but at the postsecondary level and industry across the state. Work Based Learning is critically

important to get to these points. How do we ensure that students are getting the hard and soft skills in secondary so that when they roll into postsecondary, it is already instilled in them?

Pathways TN is a very inclusive initiative that drives the CTE Division and works to create a braiding between labor and education. In the past, students would start on a career path and stay on that path. It is not unusual for a student to change fields between 5-7 times in their lifetime. They need the skills sets to be successful no matter which field they find themselves in. Ultimately, a grades 7-14 pathway was developed with on and off ramps. There are three tiers to our education system at the postsecondary level in the State of Tennessee: TCAT's, community colleges and the four-year universities. The responsibility of CTE is to ensure alignment and that students are graduating prepared to enter into these levels. The end goal is a high quality program produced for students which is high quality, rigorous and tied to postsecondary opportunities. The first level of courses will be submitted to the SBOE next week for approval. The last phase, which moved seven Programs of Study to 16 Career Clusters that are more accurately defined, has been completed. CTE is currently looking at revising courses that no longer align with what is happening in the state. The first level courses went forward in October; the second level will be ready in January. Over a year ago, the endeavor began with the intent to ensure that what was presented was accurate, documented by data, and researched. CTE really worked hard to engage the right stakeholders and the right courses and are proud of the results. Based on the research and data, CTE was able to see the strengths, weaknesses, and the gaps. The last piece was writing and reviewing courses. The CTE consultants went through course standards, along with external expert's assistance. Necessary revisions were made after receiving feedback from CTE teachers, secondary and postsecondary partners. New courses were developed and outdated courses were revised or deleted. Analyze, measure and assess was the previous terminology used to describe the instructions for course requirement, which teachers could interpret differently. The update of those standards made it clearer to the educator what they must teach in the classroom by deleting outdated information and providing more detailed guidelines to follow. This also encouraged CTE teachers and general education teachers to work together to create lessons around making sure the students are grasping what is being taught. Training is on-going and in the next few weeks, CTE will start town hall meetings. By the time teachers attend the July conference, they should already be well versed in how they should be looking at their courses and course standards. These revised standards clearly define what the instructor should be doing and what they should not do.

CTE will get to Phase III to develop new courses- how is the student performing; how is the teacher performing in that classroom. Phase III will begin in Spring 2014 and will be more involved with measuring the growth of students within the classrooms; including how the student is doing and how well the teacher is teaching the course. The next steps will be strong communications with teachers, teacher associations, school counselors, postsecondary teacher prep, superintendents of schools, and CTE directors.

CTE is currently aligning curriculum and a complete overhaul was made of the Work Based Learning (WBL) program. The TDOE has recently contracted with an independent company to determine WBL requirements for the future based on where industry is going and its needs. The revisions will begin over the next few months. New guidelines will provide better information to employers on what is expected of them and what they will gain from this program and LEAs will also be provided with information on how to train the students. As the student progresses along the pathway, their experience should also progress along this pathway. The student starts in the classroom but ends up getting hands-on serious training with an employer in their region and they get the hard and soft skills that will help them be successful. This is expected to be submitted to the SBOE in late spring or early summer for approval and should be rolled out in 2015-2016 in the LEAs and schools. Work Based Learning (WBL): Executive Director Chelsea Parker will be overlooking WBL.

Pathways TN really encompasses all that CTE is doing and is the initiative that drives the Division. A student should have a pathway in order to be successful. In grades 7-16, a student should start on a pathway in middle school with career exploration courses. By the time they enter 9th grade they are well informed and well on their way to have a more focused approach in the program of study or in a career cluster and when they graduate, they have that alignment at the postsecondary level. The students are able

to earn one or two certifications in high school that will go with them into postsecondary or the workforce. Pathways TN is not state mandated or forced participation. CTE works with the regions to help them exercise their strengths and to exercise their stakeholders in the region so that they come together to have a focused approach to what they see as the opportunities for their regions. The regions focus on individual pathways for secondary and postsecondary, and the decision is made locally to fit the program to the job needs of that particular region. CTE wants industry and elected officials to be involved in this process. Drive To 55 and Pathways TN are basically the same program. The idea is to change the mindset that all you need is a four year degree versus a technical training program. As a student progresses along the pathway, they can get off and then back on to complete the program. CTE is strong in the Upper Cumberland Region which includes Jackson, Putnam, Warren and White Counties; and the Southeast Region which includes Bradley, Hamilton, Marion and McMinn Counties; and are in the process of entering into the Southwest Region within probably the next ten months, which will probably include Jackson; greater Memphis Region; and the East TN Region which will come online in 2014. A Pathways presence will eventually be in all nine regions. These are the core regions at this time but it will radiate out later. Upper Cumberland is focused on manufacturing and health science; the Southeast Region focus will be on manufacturing and IT; and the Southwest Region will probably focus on manufacturing and agriculture. These regions will serve as the example for all other regions across the state that will be able to monitor their progress.

Upper Cumberland has a 7th grade module of targeted career exploration which will start in the upcoming school year. They will also be working on two 8th grade courses which are Advanced Manufacturing/Engineering and Health Science. They currently have existing programs of study around those areas; however, CTE asks that the pathways are focused on what can be accomplished. The regional intermediary for Upper Cumberland is the Highlands of TN – Putnam County Chamber of Commerce and in the Southeast Region, the Public Education Foundation out of Chattanooga will serve as the regional intermediary for that.

Executive Director Chelsea Parker reviewed the meeting events. She will take all of the strategic items back and get them typed up; then get involved with writing the next steps of the marketing plan and follow up with council members. Ms. Parker also recommended that the council come out publicly and advocate for continued funding of equipment, and Wilder-Naifeh funding be made available to students that are returning school who no longer qualify for HOPE funds. The council was assured by Danielle Mezera that there will still be a liaison between this council and the legislature. The TCCTE will continue to monitor bills/legislation, make CTE's presence known on the Hill, keep the council members informed on updates, and notify CTE directors when bills are being discussed that affect CTE issues in which it is necessary for them contact senators and representatives to express their support/objections, as needed. The first reading was in October. One important thing for the council to consider is the larger platform that the Governor will take up that will be reflective of all of our initiatives which includes equipment at the secondary level, a seamless approach to secondary enrollment, encourage dual enrollment from secondary to postsecondary, and stronger collaboration between Labor, ECD, and Education. CTE will gather all of the things this council put together at this meeting and other things that are of interest and the crosswalk of timelines in order for the council to make more informed decisions before the next council meeting.

It was recommended that the TCCTE Fall Public Forum be held in Nashville. A suggestion was also made to select a central location in middle TN for future forums that would be convenient for all attendees from across the state and tie it in with another related conference, such as the Governor's Conference, each year. With this information, Ms. Parker will look for a time and date for the forum and inform council members of the decision.

The meeting was adjourned.